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ABSTRACT

Recommendations are made for a system of incentives at the state and local levels to ensure that highly capable people are attracted to and retained in the teaching profession. These recommendations include ways in which teachers can be empowered through expanding to new and more professional roles. An introduction to this report outlines issues and practices in teacher empowerment and recommends that strengthening three areas--status, knowledge, and access to decision making--will change the perception of teachers and can be the beginning of empowerment. Ten recommendations are made for a system of incentives for recruiting, empowering, and retaining capable teachers. Recommendations include: developing training programs for teacher leadership, establishing mentorship programs for new teachers, and recruiting students of color into teaching--a high priority. A variety of state and local incentives are provided to address each of the 10 recommendations. The report concludes with three legislative initiatives that elaborate on the state and local strategies or activities for implementing the recommendations. (JD)

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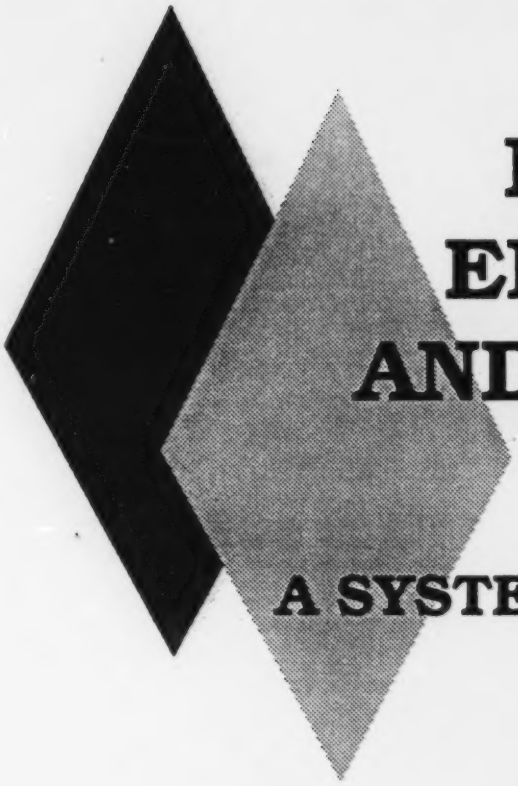

RECRUITING EMPOWERING AND RETAINING TEACHERS:

A SYSTEM OF INCENTIVES

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SP 032 213

RECOMMENDATIONS FROM THE

COMMISSIONER'S MENTORING TASK FORCE

NOVEMBER 5, 1990 (Revised)

Minnesota Department of Education
Instructional Design Section

MDE
MINNESOTA DEPARTMENT OF EDUCATION

RECRUITING, EMPOWERING AND RETAINING TEACHERS:

A System of Incentives

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TEACHER MENTORING TASK FORCE

CHARGE: The TEACHER ASSISTANCE THROUGH MENTORSHIP PROGRAM (MS 125.231) directs the Commissioner to appoint a teacher mentoring task force, representing major educational constituencies, to carry out three major tasks. The first task, completed by January 1, 1988, involved the selection of eleven model sites to receive grant funding to explore the potential of a variety of teacher mentoring programs. The second task, represented by this paper, required the task force to make recommendations for a system of incentives at the state and local level to assure that highly capable individuals are attracted to and retained in the teaching profession. These recommendations were to include ways in which teachers can be empowered through expanding to new and more professional roles. The follow-up task requires a report to the legislature on how the recommendations and incentives are being implemented at the state and local level.

TASKS:

- *Select model Mentorship Program sites*
- *Make recommendations for a system of incentives to attract and retain highly capable teachers*
- *Explore ways teachers can be empowered*

PROCESS: The task force contracted the services of a researcher/writer to review the literature, major education reports, and exemplary school/state efforts in the areas of recruitment, empowerment, and retention of teachers. A brief introduction to the current **issues and practices (pp. 3-5)** in these areas is provided as a basis for the recommendations.

The task force developed ten **recommendations (p. 6)**, representing the highest priorities, based on an analysis of the data from the research report and a field survey of their respective organization members.

A variety of specific **state and local incentives (pp. 7-17)** have been provided to individually address the ten recommendations. This report concludes with three **legislative initiatives (pp 18-23)** that elaborate on the state and local strategies or activities for implementing the recommendations.

The final aspect of the process involves all school districts in completion of a **report** that indicates the district's progress status for each recommendation and provides varied/innovative approaches for recruiting, empowering, and retaining teachers.

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ISSUES AND PRACTICES

RECRUITMENT: Recruiting has at least two aspects: 1) the process of attracting individuals to the field or specific job and 2) the process of selecting the closest fit between the candidate and the position. Even though there is some concern at the national level for recruitment of teachers in areas of shortages, the mentoring task force found that Minnesota is not experiencing teacher shortage. While the number of individuals completing teacher education programs is increasing, the number of people finding positions is decreasing. For example, approximately 40 percent of Minnesota graduates were placed in secured full-time teaching positions in 1989. This is down from 60 percent in 1979. Although substantial numbers of teachers will retire, it will not dramatically impact supply and demand. Overall teacher shortages are not anticipated during the next decade according to information from Minnesota Teacher Personnel Licensing and Placement.

Therefore, significant responsibility for attracting highly capable individuals, especially students of color, to the teaching profession must be with the elementary and secondary school levels.

Further information from Minnesota colleges and universities, to determine whether **highly capable** individuals are entering the teaching profession, indicates that higher GPA's are being achieved by students in Colleges of Education. There is considerable interest by highly capable members of other professions to transfer into teaching for a variety of reasons. In addition, schools are reporting the trend toward highly qualified students applying for teaching positions. This information, which differs from past perceptions of education candidates, reduces the concern related to highly capable individuals entering the education profession.

While the task force found that there are not overall teacher shortages and that greater numbers of highly capable individuals are entering the teaching profession, they did find that there is a need for teachers in certain fields, in certain geographic areas, and for teachers of color in general. **The active recruitment of students of color to the teaching profession is an important task, not only for issues of equity and equality, but also as role models for other students of color.**

When it becomes evident that certain teacher shortages exist, there are those who think maximizing the inherent attractiveness of teaching will aid recruitment and those who think both extrinsic (i.e., salaries, benefits) and intrinsic (i.e., recognition, responsibility) rewards must be increased in order to successfully recruit. However, successful recruitment begins well before the college years. Early activities related to teaching experiences in a positive atmosphere may do more to attract highly capable individuals than specific incentives or recruitment strategies. Therefore significant responsibility for attracting highly capable individuals, especially students of color, to the teaching profession must be at the elementary and secondary school levels.

Strengthening three areas – status, knowledge, and access to decision making – will change the perception of teachers and can be the beginning of empowerment.

EMPOWERMENT: Knowledge and skills of teachers appear not to be used to full advantage. This underuse results in the demoralization of teachers which affects not only the functioning of schools in which they work, but ultimately the quality of teaching provided to students. Empowerment involves giving teachers the freedom to function as professionals, rather than the expectation of control over limited aspects of their jobs. Delegating, stretching abilities, and encouraging educated risk-taking are important aspects of empowerment.

Not only do others need to see teachers differently, teachers must value themselves more. Strengthening three areas—status, knowledge, and access to decision making—will change the perception of teachers and can be the beginning of empowerment. Along with this change, administrators must be willing to empower their teachers. This is possible only when administrators feel secure in their own status.

One goal and/or result of empowering teachers is their participation in decision making and school leadership. Schools need to provide teachers with greater flexibility in their roles and increased responsibility for tasks such as:

- Setting of goals
- Determining or developing the curriculum
- Determining instructional styles and strategies
- Assessing student achievement
- Selecting instructional materials
- Planning and presenting staff development programs
- Scheduling of teachers and students
- Hiring and mentoring new staff
- Research and development of new programs
- Planning for the local school budget

To provide greater flexibility in roles and increased responsibility for decision making, schools are involving teachers, or a variety of people, in "participatory management" or "team leadership" through the formation of small teams to cooperatively achieve the tasks suggested. However, within such a collective framework, there are concerns for the burden of authority and responsibility to make policy and operate schools. Accountability and leadership, whether individual or group, will remain a concern of restructuring schools if power for management and organizational structure become greater issues than providing for the best possible teaching/learning environment focused on student learning needs.

One vehicle to facilitate restructuring, within a positive environment, is a staff development program that helps people assume greater leadership roles in a cooperative setting. At its best, staff development can break down isolation and build networks, bolster confidence or staff morale, increase knowledge of subject matter and of pedagogy, provide the kind of learning that creates enthusiasm, involve teachers in projects that provide access to decision making, and contribute to better decisions. Staff development has implications for enhancing leadership roles and supporting responsible decision making for improving education.

RETENTION: Approximately one of every four students who complete a teacher preparation program never enters a teaching career or leaves teaching within the first five years. These figures are even a greater concern when they are linked to another common suggestion of research: the most qualified new teachers may be the first to leave. This is a problem, especially if there is a shortage of teachers in geographic, content or minority areas. Retention can also be a problem in smaller districts or remote areas of the state. Often these schools feel they provide teacher mentoring services for larger districts.

Approximately one of every four students who complete a teacher preparation program never enters a teaching career or leaves teaching within the first five years.

Some research indicates that sources of stress for teachers have grown while satisfaction has decreased. These stresses result not only from classroom situations, but also from societal problems such as budget crises, criticism of schools, perceived lack of respect, parental guidance and support and disciplinary breakdowns. However, a different survey indicates that teachers are generally satisfied in their jobs, more than people in general.

While money is an important consideration to most teachers, it is not the only consideration that determines whether or not they will stay in the field. Intrinsic, intangible reasons influence teachers' decisions. Rewards, recognition, renewal, and autonomy do much to keep teachers satisfied with their profession. The roots of retention may begin even before teacher preparation. Personal characteristics (i.e. enthusiasm, commitment) may influence a teacher candidate's choice to remain in a teacher preparation program. Experiences throughout pre-service and mentoring in the early years of teaching shape the teachers' willingness to remain in the field of education. In addition, programs in mentoring impact both recruitment and empowerment of teachers.

Working conditions play a big part in a teacher's decision to stay or leave. This includes physical facilities to some extent, but more so is the teacher's desire to be treated as a professional, to be respected, to have time for discussion with colleagues, and to work in an atmosphere of participatory leadership. Teachers seem most satisfied and alive in schools where they are committed to school/state goals and work cooperatively to reach those goals.

CONCLUSION: In conclusion, not only do teachers need to be more involved in the leadership of education, they need to have opportunities for learning new roles and responsibilities, if the field of education expects to recruit, empower, and retain highly capable individuals. Although the issues related to recruitment, empowerment, and retention were summarized only briefly in this introduction, they represent major issues addressed by the task force and provide the framework for the ten recommendations on the following page.

. . . a system of incentives for recruiting, empowering and retaining highly capable teachers

TEACHER MENTORING TASK FORCE RECOMMENDATIONS

1 Reorganize school/district structures to increase teacher involvement, decision making and responsibility for all aspects of educational improvement.

2 Encourage teachers to become involved in action research projects and pilot programs that demonstrate varied and innovative approaches, strategies, and organizational structures.

3 Expand professional roles and responsibilities of teachers to promote instructional leadership and career development within the teaching profession.

4 Develop training programs to increase teacher knowledge and skills for assuming greater leadership roles.

5 Enhance the professional status of teachers by improving teacher preparation and increasing teacher recognition, compensation, autonomy, and accountability.

6 Provide adequate time, instructional resources, facilities and support, to promote effective instruction, an optimal learning environment, increased productivity, and teacher job satisfaction.

7 Provide opportunities for teachers to work in collaboration with other teachers, students, administrators, parents, and staff from other schools, colleges, businesses, and state government to support cooperative ventures.

8 Establish mentorship programs for all teachers new to the profession or district, or teachers with special needs.

9 Develop a program for recruiting students of color into the teaching profession.

10 Address geographic and subject area staffing needs where shortages have been identified.

STATE AND LOCAL INCENTIVES

A survey of the literature and numerous educational reports (i.e., STRIKING A BETTER BARGAIN, A NATION AT RISK, CITIZENS LEAGUE) have defined a variety of approaches or strategies to support implementation of the recommendations. Some of the strategies from literature and these reports are included in the **state and local incentives** elaborated on the following pages. Other incentives were developed by the mentorship task force. The task force selected incentives that were frequently identified by a group of people from their represented organizations.

Leadership for implementing the incentives at the **state level** includes agencies, groups, or organizations such as: the Legislature, State Board, Minnesota Department of Education (MDE), Higher Education Coordinating Board (HECB), Board of Teaching (BOT), and other professional organizations. Leadership at the **local level** includes agencies, organizations, or groups such as: teacher preparation institutions, schools, districts, teachers, school boards, business, and the community.

The following suggested list of incentives is a starting point for state and local agencies to consider. Many agencies and schools or districts are already implementing some incentives, but often they require long-term commitment and on-going efforts.

It is hoped that these incentives will stimulate discussions, change efforts, and actions toward educational improvement in your district. However, local staff planning to change current practices, must consider the overall impact of these and other incentives on students. Student-focused learning must be the impetus for change efforts.

It is hoped that these incentives will stimulate discussions, change efforts, and actions toward educational improvement in your district.

1 Reorganize school/district structures to increase teacher involvement, decision making, and responsibility for all aspects of educational improvement.

Reorganize school/district structures

State

- W[illegible] MDE and a representative committee, to define components of restructu[illegible]ng and develop an assessment instrument for schools to determine their re[illegible]ness and commitment to change/restructuring for school improvement
- Provide funding for pilot programs in which teachers are involved in determining and managing issues related to: goals, curriculum, instruction, assessment, hiring, staffing budget, scheduling, school improvement, etc. (Team approach to school management)
- Provide categorical aid to schools participating in a self-assessment on restructuring and teacher involvement in planning, developing, and implementing program changes
- Involve teachers in legislative actions affecting curriculum, instruction, and assessment
- Work with the MDE to create an inventory of effective restructuring already being implemented in Minnesota schools (i.e., a directory of WHO'S doing WHAT) so that schools involved in restructuring efforts can network with each other

Local

- Create structures/processes in which teachers are involved in decision making and responsibility for (i.e., goal-setting, curriculum, instruction, assessment, materials, hiring, staffing, budget, scheduling, working conditions)
- Establish criteria for a team approach to school management/leadership: (i.e.,
  - A superintendent committed to team management/leadership
  - A school board committed to the team concept
  - A group of administrators committed to the team approach
  - Use of small work groups
  - Involvement of many district employees
  - Informed representative decision-making through consensus or recommendations of a team to one decision maker
  - Trust and cooperation among team members
  - Commitment to the task)
- Involve school staff in a self-assessment to determine readiness to change, willingness to tackle issues, commitment to restructuring efforts etc.
- Create a school climate that allows differences and tensions to surface during an empowerment process, that confronts conflicts, and supports extraordinary courage to sustain change
- Provide transition steps/processes when making changes from external control and uniformity of practice to internal control and divergence of practice

2 Encourage teachers to become involved in action research projects and pilot programs that demonstrate varied and innovative approaches, strategies, and organizational structures

Encourage teachers to become involved in action research projects and pilot programs

State

- Provide funding to implement theory- and experience-based programs in emerging technologies (i.e., Videodisk, CD ROM), curriculum, instructional strategies, or alternative school structures
- Make modifications in school policies to provide flexibility for experimental or programs to occur

Local

- Support teacher development, implementation, and evaluation of theory- or experience-based programs in (i.e., emerging technologies, non-traditional curriculum, varied instructional strategies, alternative assessment techniques)
- Adopt teacher-designed programs that have been researched and are successful
- Support teacher exploration of pilot/experimental programs to test ways of improving curriuculum, instructional strategies, and assessment/evaluation
- Promote teacher design/exploration of alternative organizational management structures (i.e., scheduling, class size, grouping, course/grade levels, length of day/year, class location)
- Encourage application for grant funding match from foundation and private sector sources to support implementation of innovative and pilot programs
- Establish criteria/standards for effective instruction and learning, especially for experimental and research-based programs
- Support exploration for authentic assessment and performance-based evaluation to assure student mastery, progress, or achievement
- Provide a climate that supports creativity and exploration
- Involve teachers in designing their own plans/lessons/activities that support learner outcomes, interdisciplinary units, new curriculum areas, etc.

3 Expand professional roles and responsibilities of teachers to promote instructional leadership and career development within the teaching profession.

Expand roles and responsibilities

State

- Develop/Continue legislative programs that expand professional roles and responsibilities (i.e., Restructuring, Teacher Mentorship, Staff Development)
- Create an inventory of existing schools/districts that implement various career models incorporating expanded roles and responsibilities for teachers
- Explore variances for teacher certification

Local

- Involve teachers in leading discussions on change efforts related to issues that may challenge the fundamental structures of schools, such as:
  - Why have grade levels?
  - Why have grades? Why not evaluate portfolios of student's work?
  - What is the best curriculum?
  - What are the best locations for education in and out of school?
  - Why teach in 50 minute time periods, 6 hours a day, 5 days a week?
  - Why have subjects? Why not integrated projects?
  - Why rely on textbooks?
  - Why one teacher, one classroom?
  - Why use Carnegie units?
- Provide career opportunities that offer challenging, differentiated roles and increased pay for increased responsibility. Example of differentiated roles:
  - Associate teacher
  - Professional teacher
  - Teacher specialist
  - Career teacher
  - Teachers on special assignment
  - Mentor teacher
  - Volunteers
- Explore other models for enhanced teacher roles and responsibilities that provide for career development and leadership
- Explore the role of teacher as generalist (with areas of specialization) for interdisciplinary teaching at the secondary level

4 Develop training programs to increase teacher knowledge and skills for assuming greater leadership roles.

Develop leadership training programs

State

- Arrange regional workshops to assist teachers in building skills for leadership roles
- Develop training materials to support leadership training in local school district and regional workshops
- Provide a cadre of trained restructuring experts
- Increase the number of regional professional development centers for teachers
- Provide "team leadership" training for teachers and administrators to promote cooperative building/district leadership roles

Local

- Encourage local school staff to provide leadership training in areas such as: goal-setting, curriculum development, instruction design, and school management
- Incorporate mentoring as a process for learning new roles and responsibilities
- Promote teacher involvement in determining staff development needs
- Provide paid time off for training, attendance at conferences, research, etc.
- Encourage teachers to take college courses that will assist them with leadership roles and skills
- Encourage colleges to provide courses for developing teacher leadership in curriculum development, instructional design, school/district governance and policy-making, and school finance

5 Enhance the professional status of teachers by improving teacher preparation and increasing teacher recognition, compensation, autonomy, and accountability.

Enhance professional status

State

- Provide increased opportunities for the professional development of teachers
- Increase statewide recognition of teachers through marketing efforts (i.e., Minnesota Academic Excellence Foundation MAEF)
- Support membership on state task forces, study teams, or commissions that are concerned with educational issues
- Encourage foundations and/or the private sector to provide grant funding to award teachers for personal or school-based efforts in educational improvement

Local

- Communicate more effectively and/or raise the standards for getting into the profession
- Strengthen the liberal arts component for teacher candidates
- Involve teachers in the preparation of their own profession through on and off campus courses for preservice teachers
- Work with College of Education personnel to modify teacher preparation courses and experiences
- Increase awareness of the teaching profession at the college level through courses like "Psychology of Becoming a Teacher" or "Issues in Teaching" to assist in preparing teachers for realistic aspects of teaching
- Marketing the image of teachers through local newspapers, etc. to enhance teacher self concept and professional well-being
- Develop recognition programs for teachers (i.e., Calling cards, letters of commendation)
- Arrange for scholarships with foundation or private sector match to assist/reward teachers with continued learning opportunities
- Provide extended opportunities for employment (i.e., grant writing, classroom research)
- Involve teachers in addressing accountability for teaching performance

6 Provide adequate time, instructional resources, facilities and support, to promote effective instruction, an optimal learning environment, increased productivity, and teacher job satisfaction.

Provide adequate time, instructional resources, facilities, and support

State

- Increase the number of regional instructional resource centers
- Set up a clearinghouse for regional instructional resource centers

Local

- Restructure the teaching schedule to allow for (i.e., Curriculum planning, policy meetings, professional interaction, staff development, work at a resource center)
- Provide for flexible scheduling to allow for variables in (i.e., Travel time, starting time, pairing and sharing within/between schools and districts, room and class schedules)
- Provide time for teams of teachers to plan and design instruction
- Provide time and support for peer observation and coaching of licensed professionals to enhance teaching skills and performance (instructional delivery)
- Media specialist available to assist in team planning for instructional units/ events
- Provice adequate technological, print, and human resources (i.e., computers, computer training) to assist teachers in providing effective instruction
- Provide secretarial and office amenities (i.e., prepare materials, available telephones) when needed
- Improve the professional environment (i.e., Attractive dining area, wellness programs, voice in working conditions or work setting)
- Provide learning environments, within as well as outside the standard classroom, to enhance instructional opportunities
- Provide learning opportunities that address the future needs of students beyond the school setting and beyond their years in school (i.e., personal, social, career)
- Provide for personalized learning through (i.e., individualized learning plans, lower class loads, flexible grouping)

7 Provide opportunities for teachers to work in collaboration with other teachers, students, administrators, parents, and staff from other schools, colleges, businesses, and state government to support cooperative ventures.

Provide for cooperative ventures

State

- Promote teacher involvement in legislative actions that impact all aspects of education
- Set up networking systems for sharing (i.e., ideas, materials, people, solving problems, etc.)

Local

- Build collegial networks between teachers and administrators as working partners to share roles and responsibilities in a cooperative climate
- Establish joint action research projects with teacher education institutions, professional organizations, and business
- Provide exchange opportunities with business employees, college teachers, and other professionals to work in an adjunct capacity
- Arrange joint recruitment efforts of local agencies with colleges
- Promote inter- and intra-district opportunities for teachers to share and work on cooperative projects in (i.e., Curriculum, instructional research, staff development, student activities)
- Provide teacher opportunities to work with local committees, representing a variety of groups working on educational issues for school/district change efforts
- Provide opportunities for teachers to plan, design, and implement interdisciplinary/integrated curriculum through a team approach
- Offer a training program to help parents and teachers work together in understanding their respective roles in the educational process or the role between school and home
- Support student-teacher relationships that promote high achievement results

8 Establish mentorship programs for all teachers new to the profession or district, or for teachers with special needs.

Establish mentorship programs

State

- Assure that all first year/probationary teachers participate in a one to three year mentoring program
- Establish an assessment program verifying knowledge of subject matter and pedagogy for teachers entering and/or continuing in the teaching profession

Local

- Provide mentoring experiences for all probationary (new to the profession or district) teachers or teachers with special needs
- Ensure that early and continued field experience, to acquaint potential teachers with the role and nature of teaching, be required for all teacher candidates
- Increase/improve student teaching experiences
- Consider fifth year intern programs to foster the development and expertise of teachers
- Establish an assessment component as part of induction to assure highly capable individuals are developed and retained in the profession
- Provide training and support for mentors and mentees

9 Develop a program for recruiting students of color into the teaching profession.

Recruit students of color into teaching

State

- Establish a statewide center (i.e., CENTER FOR CAREER OPPORTUNITIES) to service all schools and teacher education institutions in recruitment initiatives for (i.e., people of color, content area and geographic teacher shortages).
- Encourage Colleges of Education and Community Colleges to work with a statewide center for career opportunities to strengthen on campus support for students of color
- Support efforts by state teacher's organizations and local school districts to promote people of color entering the profession

Local

- Arrange for a Teacher Cadet Program that offers middle or high school students, with academic ability, the opportunity to study the art and craft of teaching
- Provide scholarships and financial aid to qualified students
- Improve entry level salaries, community benefits and services, etc.
- Provide appropriate supplemental courses in basic skills, language needs, study skills, testing, etc. to prepare students to enter and succeed at college
- Provide opportunities for students to work with younger students/peers in teaching situations to promote interest in the profession
- Assess awareness of cultural differences in students/teachers that may affect the learning and instructional process, academic success, and socialization within the school/local community
- Work with Colleges of Education to assist in early identification of and support for students of color entering the teaching profession
- Identify students of color interested in teaching in middle or early high school for early orientation in the teaching profession through (i.e., opportunities to observe model teachers of color, visit Colleges of Education, networking with students on campus or in the profession)

10 Address geographic and subject area staffing needs where shortages have been identified.

Identify geographic and subject area shortages

State

- Assist in job relocation as a means of providing for mobility, so that it is a career opportunity for those willing to explore new geographic areas or teaching experiences
- Create a database/career center that assists in matching teacher qualifications with school vacancies
- Provide funding for various technologies (i.e., Interactive Television) to assist with staffing and course shortages
- Identify location/kind of geographic and content area teacher shortages
- Address certification issues to provide variance while maintaining high quality instruction

Local

- Consider job sharing or teacher exchange opportunities to meet specific needs
- Participate in mobility opportunities, allowing for full credit of teacher experience
- Work with the Teacher Centers and other organizations to arrange regional or statewide Job Fairs for potential teaching positions
- Provide opportunities for an extended term of employment for teachers

LEGISLATIVE INITIATIVES*

The intent of restructuring is to expand the professional roles and responsibilities of teachers, enhance the instructional leadership of all staff, increase the involvement of parents, and provide for improved learning opportunities...

Changes for enhancing and restructuring the teaching profession is inherently a factor in the overall restructuring of education. But, providing a list of state and local incentives for recruiting, empowering, and retaining teachers does not in and of itself improve the teaching profession or the overall quality of education. Therefore, as task force members were involved in the process of making "recommendations for a system of incentives at the state and local level," they wanted to go beyond this task and specifically design prototype legislative initiatives. Components within these program initiatives would demonstrate a variety of ways in which state and local agencies could take action and work cooperatively to implement the recommendations.

The task force developed three programs that address the key issues inherent in the ten recommendations. These key issues are: **Educational Restructuring, Teacher Mentorship, and Minority Recruitment.** A number of state and local incentives, from pp. 7-17, are integrated into the following legislative initiatives:

I. MINNESOTA EDUCATIONAL RESTRUCTURING PROGRAM

SUMMARY: Restructuring is a process which enhances student learning through acknowledgment of the divergent needs of students and adults. It is accomplished through goal-focused professional growth and empowerment of students, educators, and other school personnel. Restructured education increases collaboration among and between educators, parents, and the community, and incorporates the change process as an integral part of school improvement.

The intent of this program is to expand the professional roles and responsibilities of teachers, enhance the instructional leadership of all staff, increase the involvement of parents and most of all provide for improved learning opportunities that will address the future needs of students. Basically it means allowing students to be more active producers of knowledge rather than passive receivers of knowledge.

The essence of this program is the development of standards and criteria of restructuring excellence; providing appropriate staff development in curriculum, instructional design, assessment, and instructional leadership; networking people involved in this task; monitoring to validate program efforts; and financial assistance that would make restructuring efforts successful in schools/districts desiring to make those changes. Restructuring must occur within a framework of: accountability for student achievement, high teaching standards, an optimal learning environment, and commitment of a critical group of people. The following components are designed to accelerate restructuring efforts for schools/districts wishing to participate:

Developmental Activities: The MDE, along with a committee representing various educational, "think tank," and business organizations, would be responsible for the developmental activities necessary to determining/defining components of restructuring. One developmental activity would be to design a research-based assessment instrument that would define restructuring criteria and standards of excellence. Interested schools/districts would complete this assessment instrument so that they could assess their commitment to restructuring and/or the restructuring

*These initiatives were submitted to the FY 1989-90 legislature. Some components have been incorporated in current programs and others are being recommended for future legislative initiatives.

already taking place. Districts would submit their scores indicating their willingness to restructure and/or existing restructuring efforts to a committee for possible qualification for categorical restructuring aid. The committee, after reviewing the scores of interested schools/districts, would develop a qualification score to determine the order in which schools/districts would be eligible to receive categorical aid for restructuring.

Regional Workshops: One-day regional workshops would be provided to: 1) create additional awareness about the concept of restructuring and 2) to explain incentives and supports available to districts wishing to attempt restructuring. Through MDE coordination, these workshops would be made available in FY 1990 at varying times throughout the year to accommodate the needs of schools. The content of the workshops would be supported by research from NCREL, CES, national experts, and expertise from successful sites in Minnesota and other locations.

Cadre of Trained Restructuring Experts: Indepth regional workshops of 3 to 5-day duration would be provided by trained staff to teams from selected schools/districts, committed to restructuring, in order to assist them in their local implementation efforts. A guide for local and statewide training would be available. The trainers, along with the MDE staff, would develop a periodic newsletter to address ongoing activities and issues of restructuring.

Categorical Aid: Based on meeting a particular assessment score for restructuring, selected districts/schools would be eligible for training and start-up costs for a program in restructuring. The financial support may be used for planning activities, staff development, or exploration of new ideas that demonstrate innovative school structures and programs. The financial support would be calculated on a per pupil/teacher basis for several years. It is expected that the program would be available over a period of seven years so that all schools could participate if they were interested.

Network for Ongoing Support and Service: An electronic network, conferences, regional workshops and other ongoing services would be available to schools/districts committed to restructuring. There may also be a need for consultant services, of a collaborative nature, from various organizations and agencies, to assist the site in making the designated changes in areas such as: curriculum, instructional design, assessment, and participatory leadership. The intent of these services would be to allow buildings/districts to continue evolving and improving their efforts and to share successful practices and resources. Restructuring sites could be expected to model, provide training or assist other schools interested in restructuring.

Validation Team: Oftentimes, buildings and districts desire or need to have an external assessment/validation of where they are and how far they have progressed. To assist with this function, funds would be appropriated to help districts monitor their efforts to restructure. Specifically the funds would pay for a restructuring expert who would have responsibility for organizing and coordinating team visits to the sites that are receiving restructuring aid and for costs associated with team visits, including substitute costs and travel expense. The team, after making site visits, would indicate their perceptions of whether the restructuring efforts represented actual change in the directions desired. There will be coordination between the role of North Central and validation of programs based on follow-through efforts.

Restructuring must occur within a framework of: accountability for student achievement, high teaching standards, an optimal learning environment, and commitment of a critical group of people.

II. MENTORSHIP PROGRAM

. . . four general goals can be expected from mentorship programs: to produce teaching expertise; to improve teaching performance; to increase the retention of promising beginning teachers; and to promote their personal and professional well-being.

SUMMARY: Teacher induction is a topic of growing interest to educational leaders. In part, this interest is stimulated by the continuing push for quality education/quality teaching. Although there are a variety of perspectives on the goals and purposes of programs that help a beginning teacher become an effective teacher, there are four general goals that can reasonably be expected from mentorship/induction programs: to foster developmental changes that will produce teaching expertise; to improve teaching performance; to increase the retention of promising beginning teachers; and to promote their personal and professional well-being.

The intent of this proposal is to modify the current law (M.S. 125.23, Section 13) which provided $500,000 for competitive grant funding in FY 1988-1989 to districts or coalitions willing to explore the potential of various teacher mentoring processes. Although the eleven pilot sites are beginning the implementation phase of their mentoring program, feedback from mentors and mentees is positive and enthusiastic. As a result, the Teacher Mentoring Task Force is recommending some changes in the law that reflect **new initiatives for expanding the program** to impact more beginning/probationary (1-3 years) teachers. These initiatives would assist all Minnesota schools/districts in developing a mentoring process/induction program more effectively and efficiently through access to model programs and statewide program services. Providing for induction or mentoring of beginning teachers will not only assist in retention of these teachers, but assist in empowering and retaining experienced staff as well.

This proposal will continue to work with the previously allocated funding of $500,000 for the biennium and would continue to promote purposes/efforts of the current pilot sites. The following expansion efforts would require continued coordination of the Mentorship Program at the state level, with assistance from the Teacher Mentoring Task Force.

Current Pilot Sites: Continuation of the current pilot sites will provide long-term evaluation results of the mentoring process. Program refinement will be an essential outcome of formative and summative evaluation results reported to the Legislature January 1,1989 and 1990. Based on evaluation results and refinement efforts, pilot sites will be given funding for dissemination of services and materials to schools that are interested in developing a mentoring program. The pilot sites are expected to model exemplary mentoring processes and assist the Department in working with new sites, planning to adopt/adapt specific mentorship models or components of those models. Each site, that demonstrates exemplary mentorship components, will receive approximately $10,000 per year for local program needs and for continuation of program dissemination.

Adoption Sites: Districts/coalitions interested in developing an induction/mentorship program for 10 or more beginning (probationary) teachers will be encouraged to apply for grant funding to adopt/adapt a program, similar to that of the model demonstration sites. They must submit a plan identifying specific program components that will be adopted or adapted for their site. In addition, the grant proposal will require a detailed implementation process and budget plan.

Adoption sites will be selected on criteria defined in MS 125.23, Section 13, Subd 4 and 5. Additional expectations/criteria will include attendance at a regional training institute and visitations to and collaboration with the model site(s).

Districts could apply for start-up funding of up to $5,000 for one year, which would allow for a minimum of 18 new districts or coalitions to develop a mentorship program.

Regional Training Institutes:. Regional training institutes would provide training and technical assistance for district teams (i.e., mentors, administrators) interested in adopting or adapting components implemented by the current pilot sites. Statewide training would also be available to districts interested in implementing an induction program/mentorship process, but do not plan to apply for an adoption grant. Advanced professional development courses/workshops for pilot site directors, to increase their knowledge of the mentoring process, will be an integral part of expanding the program. This training will enhance the expertise of the site directors which will assist them in refining their local program, as well as prepare them for regional training of adoption/interested sites.

Mentorship site directors and other experts will be contracted to develop a training guide to use at the institutes and to assist in implementation at the local level. Districts or coalitions, interested in attending the regional institutes, would be responsible for a minimal fee for institute expenses related to materials, meals, etc.

III. RECRUITMENT PROGRAM FOR STUDENTS OF COLOR

SUMMARY: The number of teachers of color in the United States is declining while students of color in public schools are increasing. Several reform proposals, including the Holmes Group and the Carnegie Forum, have set a goal or recommended actions to increase the number of students of color in teacher education. The decline is due in part to other professions which pay more and have higher status have encouraged and opened their doors to students of color. Another factor is poor secondary school preparation and increasing use of competency/standardized tests, either at the beginning or the end of teacher education programs, which results in a reduction of applicants entering teacher education programs.

The number of teachers of color in the United States is declining while students of color in public schools are increasing.

The issue of testing raises a number of questions such as: Should low scores prevent students of color from entering the teaching profession and are these tests valid measures to use to determine ability to teach? Denying underprepared students admission into the teacher education program is an inadequate response to the commitment to quality education since we know that standardized tests cannot accurately measure certain qualities of effective teaching. On the other hand, membership in a group of color cannot continue to be used as an excuse for substandard performance. Standards which are set should be color- or culture-free, if we intend to encourage students of color to enter the teaching profession rather than demonstrate lack of confidence by altering requirements. This does not mean that education should not allow for individual learning differences as teacher preparation institutions consider the inequities between socioeconomic groups, the mismatch between school and home language skills, and overall expectations of some groups of color.

To address the problems and issues of fewer students of color in education, including Minnesota, agencies and institutions need to consider specific marketing strategies for recruiting qualified students of color into education and to optimize conditions on campus to encourage completion of teacher education programs. The following components are designed to provide opportunities for increasing the number of students of color

Standards which are set should be color- or culture-free, if we intend to encourage students of color to enter the teaching profession rather than demonstrate lack of confidence by altering requirements.

in education to reflect commitment to multicultural education through a teaching staff that represents diversity of racial and ethnic backgrounds.

Strategies/activities supporting students of color, as well as geographic and content area, recruitment needs could be consolidated in a statewide **Center For Career Opportunity**. The Center would require legislative appropriations to implement the following suggested strategies/activities:

Marketing Strategies:

- Identify those interested in teaching early in high school through networking, questionnaires, and public school visits
- Work with Colleges of Education to assist in early identification on-site and provide a summer program on campus for students
- Invite prospective teachers and their parents to campus for exploratory programs emphasizing the rewards of teaching, the need to strengthen basic skills, to take college preparatory coursework, and/or the financial aid available
- Arrange follow-up contact from local alumni and friends
- Promote partnership ties between community colleges and university colleges of education for identifying and actively recruiting qualified and/or recommended students, coordinating prerequisite skills and courses needed, and developing a mentoring system for smooth transition from one to the other
- Look into post baccalaureate teacher training programs aimed at students of color (i.e., An updated version of the National Teacher Corps, Status of the teacher aide)
- Set up specifically targeted scholarship monies to address minority or other shortages
- Develop television ads and direct mail campaigns that promote careers in teaching
- Arrange job fairs or recruitment conferences promoting career opportunities in teaching

On Campus Activities:

- Involve college faculty, both liberal arts and education, in developing a strong program that strengthens academic skills and demands mastery of required content
- Include diagnostic and tutorial services for those who do not yet meet university standards (i.e., Reading, Math)
- Strengthen test-taking skills with strategies and practice for process as well as content
- Offer guidance, mentoring, and other supportive services throughout the program
- Offer introductory education courses for qualified high school students
- Make available instructional staff and materials, reflecting diverse student populations
- Increase the number of professionals of color on the faculty and staff of colleges
- Consider new forms of teacher training controlled by school districts, while universities provide support for recruiting, hiring, training, and recommendations for certification
- Offer available financial aid to qualified students

CONCLUSION:

How we begin to involve teacher expertise is critical to the next "round" of school reform. Teachers are at the heart of educational change and need to be involved in discussing issues and questioning conventional norms, structures and answers. Since teachers are closest to students, they ought to be given choice and responsibility to make collective informed decisions about curriculum, instructional practices and organizational structures. Stronger commitments and innovative solutions have resulted when all stakeholders in the education community work cooperatively on efforts directed at improving education.

Therefore the task force recommendations in this publication were developed with the perspective of local staff having a significantly greater role in change efforts aimed at all aspects of restructuring education. The state and local incentives (i.e., strategies, activities) for implementation of the recommendations were designed to:

- Assure that highly capable individuals are attracted to and retained in the teaching profession
- Provide ways in which teachers can be empowered through expanding to new and more professional roles

Although two separate tasks are defined, discussions with teachers in the mentorship program helped the task force understand the strong connection between empowering teachers and recruiting or retaining highly qualified teachers. The incentives described in this publication represent only a starting point for ways to enhance the roles, responsibilities, and image of teachers. It is hoped that the recommendations and incentives will encourage a more active role by teachers in your school/district for addressing the issues critical to improving education.